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SOME PROBLEMS OF THE LATIN TEACHER

BY MARGARET L. PEIRCE
South Milwaukee (Wis.) High School

I AM A teacher of Latin in Wisconsin. I have taught in Oconomowoc, a lovely resort community on two lakes, about thirty-five miles from Milwaukee. It has a middle-upper income group of business and professional families. The school enrollment, which is 54% rural, comes from the town and surrounding farms in Waukesha County, one of the richest dairy counties in the nation, I believe. Between 50% and 60% of the students continue their education beyond high school. I am now teaching Latin and English in South Milwaukee, a highly industrialized suburb of 12,000, with a large first-generation American population, largely of Polish, Armenian, and German background. Although this community represents a lower income group with a more limited cultural interest, over 50% of the students continue their education after graduation, largely because of the presence of several colleges and universities in Milwaukee, which is only thirty minutes away.

At various times, I have, in addition to teaching Latin, taught English, French, and, in one horrible administrative mistake, "health." I have also served as dean of girls, vocational guidance counsellor for girls, advisor of the National Honor Society, supervisor of ushers, director of "prom" decorations, ticket seller at basketball and football games, senior advisor, third-base umpire for a baseball game between the German and Latin clubs (we overwhelmed the barbarians!), and chairman of the language arts department. Also, in the line of duty I have been asked to provide various translations, from a motto for a newly formed unit of the National Guard to a singable Latin rendition of "Rock around the Clock." Truly a classical education opens the door to jobs of many kinds!

I believe that the problems which I have met in teaching in these two widely different Wisconsin communities are typical of those which many Latin teachers of the Middle West encounter.

The problems we meet in the classroom are not always easily solved. The students come from various back-

AD DISCIPULOS MEOS

Two Quatrains
BY VAN L. JOHNSON
Tufts University

I

TO A SLEEPY CLASS
Studiosi somnulent,
Licet somnare;
Mihi licet vigilanti
Foras ambulare.

II

TO A NOISY CLASS
Favete linguis, studiosi;
Animis favebo.
Sin imitamini Typhonem,
Equidem tacebo.

grounds, with very uneven preparation in grade school. Since they range from the ninth to the eleventh grade in Latin I, the emotional age level and attitudes span vary greatly. Some students with I.Q.'s in the eighties are enrolled in Latin because their parents insist. Many students take Latin because it is a "prestige" subject—and then they are disillusioned by the amount of preparation necessary. But (and because I am an English teacher also, I can say it) the lack of preparation in the English language is the one problem that seems most serious, for we truly are limited by the fact that we have to teach the fundamentals of English before we can even begin in Latin. Many of our students can more readily identify the latest Elvis Presley records than they can recognize a preposition in an English sentence. There is perhaps some consolation in the thought that it is to three failures in Latin that Winston Churchill indirectly gives credit for his command of the English sentence! Perhaps two years of Latin will help a few of our students master the principles of English, if not of Latin.

A problem of a different kind is the growing number of administrators who have had little or no foreign language experience. In my present work I do not have this problem, but it is a very common one in the Middle West. Other teachers may present a problem also, for some of them are actively hostile to Latin, and sabotage

our enrollment through their counseling.

For most of us, teaching Latin means a two-year terminal course. To solve our problems in a two-year terminal course, we try to emphasize, in addition to the mastery of basic vocabulary and the acquisition of some degree of facility in translation, the development of an awareness of the Latin background of English. We emphasize derivative study constantly to assist the student in enlarging and enriching his command of English. We also try to develop in the student an appreciation of the cultural heritage from Greece and Rome. This is perhaps the easiest to do, because even a student with a very nebulous idea of the ablative absolute can see quickly the similarity between the columns of the Temple of Saturn and those of the First National Bank on Main Street. A study of the civilization of Greece and Rome is usually a source of great interest to the student who always pops up with his own pertinent observations. This is one field in which motivation is no problem. One of the objectives of the two-year course, it seems to me, should be a realization on the part of the student of the common bonds uniting all peoples, whether they live at the same time or two thousand years apart. Students are quick to see and appreciate idioms and colloquial expressions in another language. Current textbooks do much to promote this interest.

Now that I have mentioned some of the problems of high-school teachers, I have a few suggestions for consideration in connection with the training of Latin teachers. Perhaps first of all, we would like from college teachers the encouragement of those students whom we send on to them, with an interest in teaching Latin. All of us know that the need for Latin teachers is fast reaching the critical stage. According to one survey, there are only twelve Latin teachers in Illinois under the age of thirty-five! The problem of replacement is universal and acute. Most of the students we send on to college to major in Latin have had Latin in the first two years of their high-school course. When they arrive at college, they are discouraged because of the time lapse and the apparently insurmountable barrier it presents to the mastery of college

Latin. One of our high-school history teachers had planned to major in Latin, but he was so discouraged by the effect of this gap of two years that he changed his major. One of my former students switched from a Latin major to a Latin minor in college for the same reason. I am not suggesting a lowering of standards, but simply a greater display of helpful interest, on the part of college teachers, in the problems of college freshmen.

College teachers could help future Latin teachers in other ways. I discussed this subject with several other Latin teachers in the Milwaukee area, of various ages and backgrounds, and we came to a few conclusions. Prospective teachers need a realistic presentation, we concluded, of the "facts of life" in regard to the abysmal ignorance of high-school pupils. They must know that they cannot assume that a pupil knows anything about English. They need definite laboratory methods for the presentation of Latin grammar. In this field, I believe that the teachers' colleges often do a better job than do the liberal arts colleges.

Prospective high-school teachers of Latin also need a good, comprehensive course in Latin authors which appear in the high-school curriculum—authors like Caesar. I had an excellent graduate course in the last six books of the *Aeneid*. However, I have taught the *Aeneid* only once; but I am still hoping! I still could use a good course in the background for Caesar, on the graduate level. I am still faced with questions that I cannot answer, nor can the educational facilities in Milwaukee provide the answers, so far as I know.

Future high-school teachers need an adequate survey course in Greek and Roman history and civilization. In this field it seems to me that we need training in the history and development of some of the great systems of philosophy or thoughts or ideas of Western civilization. For we should help our students to become aware of the common bonds of government, law, family life, devotion to ideals, etc., that they share not only with the Romans and Greeks, but with peoples of other races and religions.

High-school teachers of Latin need a feeling of mastery of subject matter. Truly it is catastrophic for the future Latin enrollment to have a teacher who is not sure of her subject matter. One of my own friends, with a very shaky foundation as a Latin minor, confessed that singlehanded she had dealt a death blow to Latin in one

small Wisconsin community when she was forced to teach Latin, over her sincere protests because of her own inadequacy.

Prospective high-school teachers need more instruction in the use of audio-visual material, more help in the use of meaningful and pertinent oral Latin. They should have more training in linguistics, and (I believe this is a universally held opinion) fewer courses in education. I found that the required eighteen credits of education which I took seemed all about the same. Finally, prospective high-school teachers of Latin need the opportunity to develop flexibility or adaptability. This is true surely of all high-school teachers, but we must know how to adapt current interests and situations to our own ends. I am failing in this at the moment, for my principal has asked me to consider introducing Latin on the seventh-grade level, and frankly I do not feel that I am prepared to deal with that age group and that stage of development, nor to solve the problems of finding a suitable textbook.

I think that the training which I received and which other Latin teachers are receiving is adequate as far as it goes. But I believe that we do need to re-examine some of the problems which teachers face today, and to re-evaluate our methods and procedures and the content of the college Latin curriculum with perhaps more emphasis on the background of the Greek and Roman civilization and history, and with renewed emphasis on mastery of the content and background material of high-school Latin. Finally, I think that we high-school teachers should try to point out to prospective Latin teachers the fun and pleasure there is in teaching an elective subject like Latin.



NEW ACL-JCL SCHOLARSHIPS

Dr. Carolyn E. Bock, chairman of the committee which will administer the new American Classical League-Junior Classical League College Scholarships for 1957, has announced the rules which will govern competition for the awards. They are as follows:

1. Applicants must be seniors in high school.
2. Applicants must be members of the Junior Classical League.
3. Applicants must be recommended by their Latin teachers.
4. Winners must continue the study of Latin in college for the year in which they hold the scholarships.

5. Application forms are to be secured from the office of the American Classical League, Miami University, Oxford, Ohio.

6. All applications must be completed and returned by February 1, 1957, to Dr. Carolyn E. Bock, State Teachers' College, Upper Montclair, New Jersey.

Five winners throughout the nation will be selected by the committee, and their names will be announced on March 15. Each winner will receive a \$100 scholarship.



"FERDINAND" TRANSLATION

BY DORRANCE S. WHITE
University of North Carolina

ONE OF the most disappointing experiences in my half-century of teaching Latin was to match my ideas on the teaching of translation with those at the Panel Discussion at the American Classical League Latin Institute last June, and to find that so many experienced teachers were still allowing their pupils to translate aloud in class a prepared sentence equivalent to "The old woman the cat the bed out from under with a broom swept."

It was my impression that modern Latin pedagogy had abandoned that archaic practice. In a whirlwind of discussion, in which I insisted that Latin had no excuse for existence today in the secondary field unless it was definitely related to the improvement of English, I was virtually snowed under by young teachers and old who maintained that "Gaul is all divided into parts three" was the proper form in which to train a pupil to start his translation.

There were those present, to be sure, who supported me, although feebly, I thought, when I insisted that the pupil should not be allowed to utter a single "un-English" sentence in the classroom. My point was that otherwise we are playing into the hands of the anti-classics educationist, who has always maintained that Latin teachers permit pupils in translating to murder their English and thus destroy whatever good might be claimed for the study of a foreign language.

Now, there is some difference, of course, between techniques in teaching a pupil to read Latin silently at sight and in directing him how to prepare translation to present orally in the classroom, a difference between training the pupil to take in thought-unit eye-fuls as you or he pronounces the related words as units, and what

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you expect him to do when he prepares a lesson either written or oral for presentation before you in the classroom. I would scarcely call the former exercise *translating*. It is, rather, *transverbalization*, a critical term which our own Professor W. L. Carr enjoys applying to the methods of the grammar-translationists, a term justifiably applied if the "translation" is allowed to stand at that point. As a guide-post for sight translation, it passes. But to assign, let us say, the famous *B. G. i, 25*, passage for a prepared translation and permit the pupil to shout to the rafters, "it was to the Gauls for a great hindrance for fighting the fact that, many shields of them having been pierced, . . . many, the arm having been tossed about for a long time, preferred the shield to throw off from the hand and with bare body to fight," is asking the anti-classics educationist to advise the school superintendent to throw Latin out of the curriculum on the ground that it is a pernicious waste of time.

My advice, if it is worth a widow's mite, is, first, to assign shorter lessons and to re-translate several times passages that are worth re-translating; and, second, to select famous prose and verse passages and have the lines read aloud over and over again for the purpose of cultivating an appreciation of the function of thought-units and for the purpose of retaining in the memory some Latin worth retaining. How many of our students leave our classrooms able to quote accurately passages from Caesar, Cicero, or Vergil? How many can quote the light and flippant "Da mi basia mille"?

And to the reverberating rocks of the noisiest streams of Tartarus with all made-Latin stuff, except as practice material for pronunciation!

NOTES AND NOTICES

The eighty-eighth annual meeting of the American Philological Association and the fifty-eighth annual meeting of the Archaeological Institute of America were held at the Benjamin Franklin Hotel in Philadelphia, Pa., on December 28, 29, and 30, 1956. A meeting of the Council of the American Classical League was held in conjunction with the gathering of the other two societies. The next joint annual meeting will be held in Washington, D. C., in December, 1957.

New officers of the American Philological Association are: President, C. Bradford Welles, of Yale University; First Vice-President, Gertrude E. Smith, of the University of Chicago; Second Vice-President, Robert J. Getty, of University College, Toronto; Secretary-Treasurer, James W. Poultny, of the Johns Hopkins University; Editor, Francis R. Walton, of the Florida State University.

The Classical Association of the Atlantic States assembled for its annual fall meeting on November 24, 1956, in Atlantic City, New Jersey.

Alpha Epsilon Delta, the national premedical honor society, sponsored a program on some of the current problems in premedical education at a meeting at Cornell University Medical College on December 29, in conjunction with the meetings in New York City of the American Association for the Advancement of Science. The fraternity has long been interested in a proper balance of the humanities and the sciences in the premedical curriculum, and has repeatedly advocated work in Latin and Greek (particularly the latter) for premedi-

cal students. Officers of the fraternity have cooperated with classicists in advising prospective medical students, and have frequently invited classicists to address their meetings.

AN INTERESTING
CORRESPONDENCE

The letters printed below grew out of an interview, carried on in Latin, which Professor Harry L. Levy, of Hunter College, had with Monsignor Antonio Bacci in the Vatican early in January of 1956. During the interview Monsignor Bacci expressed pleased surprise that an American could talk in Latin. Professor Levy was at the time staying at the Salvator Mundi International Hospital on the Janiculum, where his wife was a patient. This fact will account for the words "in valetudinario," etc. Professor and Mrs. Levy later returned to Greece, where they had been working and studying earlier, and spent some time in Cephisia, the suburb of Athens in which Aulus Gellius spent a summer in the villa of Herodes Atticus—hence the reference to that author. The Monsignor gave Professor Levy inscribed copies of his *Varia Latinitatis Scripta*, including not only the Modern Latin dictionary called *Lexicon Eorum Vocabulorum Quae Difficilius Latine Redduntur*, but also a collection of inscriptions, orations, and letters written over the years by Monsignor Bacci for the Papal chancellery. In addition, he gave to Professor Levy the latest copy of the quarterly publication *Latinitas*, to which he refers in his letter as *Commentarii*. The "vivax aquae iaculatio" to which the Monsignor refers is the lovely fountain in St. Peter's Square, a picture of which appears on the card containing his message.

The letters are as follows:

I

Antonio Bacci, Viro Illustrissimo ac Reverendissimo, Ab Epistulis Pontificis Maximi ad Principes, Henricus Levy s. p. d.

Facere non possum quin tibi etiam atque etiam gratias agam maximas: primum, quod me nomine tantum notum et improvise advenientem tam benigne acceperisti; deinde, quod facultatem mihi tam comiter dedisti Latine Latina de lingua cum Latinitatis praeclarissimo huius aetatis fautore et cultore disputandi; postremum, quod abeuntem me locupletasti luculentis illis duobus libris tuis *Variorum Latinitatis Scriptorum* nuper tertio editis, qui mihi essent non solum monumento huius iucundissimae disputatiunculae, verum etiam incitamento simul et subsidio quandocumque linguae Lat-

inae aut scribendae aut dicendae operam dabo.

Neque silere velim de commentariis vestris admirandis, qui apta simplicitate *Latinitas* appellantur, quorum moderator, doctus vir et facetus, et colloquio nostro disertissimo interfuit et me ex aedibus Vaticanis egredientem tam amice prosecutus est.

Varia tua Latinitatis Scripta, una cum *Latinitatis* recentissimo libello, quem mihi insuper larga manu dono dedisti, mecum in Graeciam exeunte hoc mense portabo, ut mihi quoque, sicut quondam Aulo Gellio, adsit per noctes Atticas Latina quaedam lux et decor.

Multa memoria digna et vidi et audiavi in hac antiquorum et hodiernorum Romanorum sede, quam nunc primum specto; sed nihil laeta commemoratione dignius fuit quam hic congressus, cuius recordatio, et verbis tuis et donis confirmata, mihi alta in mente recondita perennis valebit. Vale.

Scripsi Romae, in valetudinario Salvatoris Mundi, a.d. XVIII Kalendas Februarias a. MDCCCCLVI p. Chr. n.

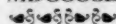
II

Antonius Bacci praeclaro latinitatis et graecitatis cultori Henrico Levy s. p. d.

Humanissimae tuae litterae obvenierunt mihi pergratae, cum nihil magis mihi placeat quam latinitatis cultores cognoscere, cum iisdemque loquendi scribendique commercium conserere. Fore confido ut, cum in Patriam tuam redieris, doctam aliquam cuiusvis generis commentationem vel narrationem ad nos mittas, per Commentarios nostros edendam.

Vivax ut limpidae huius aquae iaculatio, ad caelum salientis, memoria tua apud me erit. Vale iterumque vale.

Scripsi in Urbe Vaticana, a.d. XV Cal. febr. a. MDCCCCLVI.



PHI BETA KAPPA FELLOWSHIP

The United Chapters of Phi Beta Kappa have announced that the Mary Isabel Sibley Fellowship, carrying a stipend of \$1500, will be offered to a woman scholar for advanced study in the Greek language, literature, history, or archaeology in the year 1957-58. Applicants must be between the ages of twenty-five and thirty-five, and unmarried. They must have demonstrated ability to carry on original research. Applications must be filed before March 1, 1957. Further information and application forms may be obtained from the Mary Isabel Sibley Fellowship Committee, The United Chapters of Phi Beta Kappa, 1811 Q St., N.W., Washington 9, D. C.

"PECCAVI" VERSUS "VENI, VIDI, VICI"

By EUGENE S. MCCARTNEY
University of Michigan

IN *PUNCH* VI (May 18, 1844), 209, there appeared the following paragraph:

"It is a common idea that the most laconic military despatch ever issued was that sent by Caesar to the Horse-Guards at Rome, containing the three memorable words '*Veni, vidi, vici*,' and, perhaps, until our own day, no like instance of brevity has been found. The despatch of Sir Charles Napier after the capture of Scinde, to Lord Ellenborough, both for brevity and truth, is, however, far beyond it. The despatch consisted of one emphatic word. '*Peccavi*—'I have Scinde' (sinned)."

This item is worthy of attention in a classical journal because of the Latin word *Peccavi* (with its double-barreled explosion in English) and because it takes from Caesar the distinction of having written the shortest military despatch. Classicists are among those who have regarded it as authentic (see *THE CLASSICAL OUTLOOK* XXX [1953], 56, Col. 1). The paragraph is in small type at the bottom of a right-hand column. Unlike the fine print in agreements, the small type has caused distressing consequences because it has been read rather than because it has not.

The date of the despatch, if authentic, would have to be February, 1843, after the battle of Miani (Meeanee), which sealed the conquest of Sind (Scinde) by Sir Charles Napier. The victory was effected with great slaughter. As Napier rode over the field at dusk and saw the bodies of the slain he asked himself: "Am I guilty of these horrid scenes?" But he justified himself with the thought: "The blood is on the Ameers, not on me." (H. T. Lambrick, *Sir Charles Napier and Sind* [Oxford, At the Clarendon Press, 1952], p. 148.) It could have been reports of such feelings that prompted someone in England to make the pun, which, when charged to Napier, seems undignified and flippant.

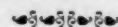
In 1905 the *Cambridge Modern History* XI, 736-737, accepted the pun as genuine, but the 1934 edition calls it "apocryphal." In C. C. Bombaugh's *Gleanings for the Curious* (1875), p. 485, the authorship of the pun is ascribed to Sir Sydney Smith, and Napier's name is not even mentioned. As is noted by W. S. Walsh, *Handy-Book of Literary Curiosities* (c. 1905), p. 599, the pun "is often given as authentic, but was really a typical joke

of *Punch*." The revised edition of Brewer's *Dictionary of Phrase and Fable* (1952), s.v. *Peccavi*, introduces the story of the despatch by the cautious words "It is said . . ."

I have found no record of the punning despatch in the several biographies of Sir Charles Napier or in the recent book (1952) by T. S. Lambrick, where it would surely have appeared if it were worthy of notice. The only rightful place for it in history is in a history of humor.

The pun is uncannily clever, and Milton Wright was warranted in noting it in his book on humor, *What's Funny—and Why?* (New York: Harvest House, c. 1939), pp. 101-103, where further convincing disproof of the attribution to Napier is presented. Wright's account is obviously based on a scholarly source, but I have been unable to run it down. He tells us that after it was realized that Napier did not make the pun, there arose a host of aspirants for the honor (if such it was), among them the inveterate punster Thomas Hood.

We can now re-render unto Caesar that which is Caesar's—the distinction of having written the shortest military despatch on record, "*Veni, vidi, vici*."



SUFFENUS AND HIS VERSES

(CATULLUS XXII)
Translated

By JOSEPH WOHLBERG

College of the City of New York

That chap Suffenus, whom you know quite well, Varus,
Is such a charming fellow, witty, quite polished,
But all the same he writes too many poor verses.
I guess he must have scribbled thousands, more even,
And *please!* not in the normal way, on scrap paper,
Set down, but royal parchment, shiny bright rollers
With fancy handles, pretty straps, and gay covers,
All ruled with lead and polished smooth, the whole business.
Yet every time you read the contents, that witty
Urbane Suffenus seems to be a ditch-digger
Or dairyman, so inconsistent, so different.
What shall we put this down to? He's a real joker,
And if there's aught more trite, he seems to be that, too.
That charming man outdulls the rustic, dull country,
The moment he but comes near poems. Yet never

Is he so happy, gay, as when he writes poems.
At once he beams, and seems to be so complacent.
No doubt, we all deceive ourselves, and there's no one
In whom we cannot see Suffenus in some aspect.
Each one of us has some delusion, all ours—
The bag of faults which trails behind us we don't notice!

HUMOR IN MANUSCRIPTS

BY CHAUNCEY E. FINCH
Saint Louis University

WE ARE perhaps ordinarily inclined to think of medieval and Renaissance manuscripts as made up exclusively of sober material copied by very serious scribes. Some of these scribes, however, certainly had their lighter moments. In an article, "More Copyists' Final Jingles," published in the April, 1956, issue of *Speculum* (pp. 321-328), Professor Lynn Thorndike quotes several jingles which were obviously intended to be humorous.

Such humor is not necessarily restricted to the final portions of manuscripts, but may appear at almost any point where the scribe has some extra space at his disposal. In perusing a microfilm copy of codex Vat. Lat. 3194 in the Knights of Columbus Film Library at Saint Louis University, the present writer recently came upon an interesting example. The manuscript in question contains a great variety of items, mostly from the Renaissance, in a number of different hands of the fifteenth and sixteenth centuries. At the top of f.89r occurs the following item:

PRIMATIS AD SUMMUM PONTIFICEM
Prosperitas tua sit felix nec tempore parvo,

Vivere concessum sit tibi pontifici.
Pontifici tibi sit concessum vivere parvo

Tempore, nec felix sit tua prosperitas.

It will be observed that the second distich merely reverses the order of the words making up the first, with one slight change in punctuation. The change in meaning, however, is considerable. Perhaps the writer was trying to demonstrate that, even in Latin, word order can have an important bearing on meaning.

THE IDES OF MARCH

Julius Caesar was assassinated on March 15, 44 B.C. Why not plan a program for the Caesar class or the Latin Club or the school assembly? For material see page 45.

KNOW OF AN OPENING?

The success of the American Classical League's teacher placement service depends upon the extent to which prospective employers are informed about this service. Heads of classical departments and directors of placement bureaus are earnestly requested to refer to the Director of the Service Bureau any prospective employer whose requests for teachers of Latin or Greek they themselves are not able to fill. Teachers in the schools or colleges are also requested to report any vacancies of which they may become aware. Address the American Classical League Service Bureau, Miami University, Oxford, Ohio.

THE REWARDS OF LEARNING AND LABOR IN LATIN

BY MARY HOYT STODDARD
Community High School, Carlinville, Illinois

IN THIS paper, I resolve not to deserve Christopher Morley's criticism:

"This is all we ever say:
Ego, mei, mihi, me."

I should like to relate a recent incident that evidences the need for a more general acquaintance with the humanities. Some high-school girls were discussing motion pictures, and one said, "Last night I saw a first-rate movie, 'The Hunchback of Notre Dame.' The main character was especially good."

"Well," said one of our vivacious cheerleaders, "How was this person from Notre Dame injured—playing football?"

For outside accrediting agents and local administrators to evaluate a teacher and his work may be profitable, and a conscientious teacher usually is his own severest critic. But what benefits do the young people say they have derived from their (and our) learning and labor? The honest, critical evaluation of thoughtful students can be very useful in planning and revising courses.

While hoping that Latin will continue to be a "solid" subject, in the terminology of educators, I am glad if young people describe it similarly in today's—or has it become last year's?—ephemeral slang. Those phases of any course that contribute to young people's present happiness and security, and simultaneously help prepare them for later social and economic success, truly merit special consideration.

In order to evaluate course content, teaching methods and efficiency, em-

phasis placed on various phases of the subject, and changes made as school facilities and the personnel, abilities, and interests of my classes varied from year to year, I often have asked my students and former students their opinions. Usually my questionnaire reads somewhat as follows:

"Sign this questionnaire only if you wish. Answers may be used as statistics, but otherwise will be treated as confidential. Your comments will not affect your grades.

"How long did you study Latin? Do you feel that what you gained was worth your time and effort? What phases of the subject were most difficult for you? Please tell in what ways your Latin has proved beneficial and/or interesting."

Before discussing the results, I should tell you that Carlinville Community High School has four hundred students. Our prairie town of 5200 people is located about half way between Springfield and St. Louis. Community emphasis is on agriculture, and on small business rather than on industry; school emphasis tends toward vocational subjects. Thirty per cent of our graduates enroll in institutions of higher learning.

Students presently or recently attending my Latin classes listed many phases of the work which they considered helpful, but practically all emphasized the following four: (1) The relationship between Latin and English—English derivation, word-study, and grammar, and the use of Latin expressions in English; (2) improvement in habits of thought and of study; (3) the concept of the similarity of human beings—the comparison of ancient and modern life, which causes history to be more meaningful and biography to be vitalized; (4) the adaptation of the course to the individual student's abilities and interests, particularly with reference to his intended career.

First let us consider the English-Latin relationships. The reward our students valued most highly is an increased and enriched vocabulary, wherewith to communicate accurately and effectively. Latin I people keep notebooks in which they write English sentences to illustrate the correct use of derivatives. They discuss and differentiate words, they learn some principles of derivation, they learn about word-families and stories behind words. Making posters and booklets on the subject is a popular activity.

Practically every respondent gave the habit of English word analysis as a major benefit derived from the Lat-

in course. We divide derivatives into prefix, root, and suffix, formulate an etymological definition, and then get the meaning in context.

Nearly all students said that their learning to read Latin had clarified the relationships of English words to one another in sentences.

My second-year classes study a list of Latin words and expressions often used in English. They learn to pronounce each and illustrate its use, often telling its source or form. On the list are *E pluribus unum*, i.e., *p.m.*, *referendum*, *per annum*, etc. Members of the class bring in words or expressions which they have found in reading: Someone was declared *persona non grata*; a child received punishment in the *spanktum spanktorum*; the *status quo* was defined as "dis mess we're in." They heard recordings from "Victoria Regina," and brought novels to class in order to get a little assistance when confused by strange Latin phrases.

Also, pupils who began the study of a Romance language after one or two years of Latin excelled others in their classes, and said they found a comparison of the languages stimulating.

All this leads to the reward the students evaluated second, an improvement in mental traits, especially in habits of thought and of study. Their powers of reasoning grow as their study progresses. An accurate analysis of an expression in one language is followed by careful formulation of the corresponding expression in another. Many respondents wrote something to this effect: "By studying Latin I have learned to think more clearly and logically."

Also, they testified: "I have learned how to study." One principle all successful language students must learn: the mastery of a language requires *thorough daily preparation*. They looked at many pictures, and sang "Adeste Fideles" and "Felicem Tibi"; they had book, movie, and television reviews; they heard records and played occasional games; but they also read much Latin, discussed the content, answered comprehension questions, wrote sentences, and drilled.

It is necessary to vary class procedure, as well as methods and materials, to retain the interest of young people. I am thoroughly convinced that Latin workshops can help make almost anyone's teaching more effective and stimulating. Some of the more experienced teachers in the workshops will get suggestions for devices that, like wings, lift them out of uninteresting ruts and set ways;

the less experienced teachers may learn that too many or irrelevant innovations cause students to want to "mount up with wings as eagles" every day, whereas sometimes they must "walk and not faint"—and over rugged terrain at that. The greatest difficulty I have met in my teaching career is to teach a child to face a problem and to do his utmost to solve it. With a teacher's interest in him and his own interest, with encouragement and occasional assistance, he experiences the joy of successful effort; a smile wreathes his face at his teacher's "Optime!"

Slowly he may realize that he is learning to think more clearly and to study systematically; in the meantime he is learning rapidly and enjoying new information about Roman life, history, and mythology. From classroom and his own individual reading he learns that the actions and reactions of ancient and modern people are similar; he acquires the concept of the universality of human nature and experience.

Significantly, students said they now better appreciate our own country, with its culture and its opportunities. Some expressed concern that, as Americans fail to show a vital personal interest in exercising their dearly-bought privileges, America may weaken as did Rome. Classes enjoyed comparing "pioneers" of Italy and of the United States. To understand the ancients' viewpoint, the pupils learned that a knowledge of social and historical background is prerequisite; likewise they realized that language study is a *sine qua non* for use in all media of communication for promoting international understanding and world peace. Films, novels, periodicals, and radio and television programs with classical background are valuable complements to our classwork. One boy told me, "I heard a woman who had just seen 'The Robe' ask her companion what S.P.Q.R. meant; I wanted to tell her, but thought I'd better not." Pictures and items—everything from ads, archaeological stories, and classical allusions in literature to comic strips and syndicated columns, fill our bulletin board and "Classical Clippings" notebooks.

Modern applications help: "Compare Roman and American army life and military tactics." "Have we a modern Cincinnatus? A would-be Caesar?" "Was there political patronage then, too?" "What kind of religion did the Romans have?" "Why didn't all the people in antiquity have the same personal and political rights? Do we? Do other peoples?" Such

questions lead to broader understanding and deeper appreciation of both ancient and modern life.

Everyone craves recognition from his peers. To obtain it, he must feel that he can, and that others believe that he can, be superior in some skill, possessions, character traits, or learning. Cultural knowledge can increase the desirable self-esteem of a young person; it can provide motivation for striving for better living and enriched experience. Therefore I have encouraged projects along individual-interest lines, especially those that might lead to careers. I make it a point to learn of students' hobbies and interests, and to take advantage of all opportunities to appeal and teach by using them. A girl who drew a skeleton and marked the Latin names on the bones became the seventh mortician in her family, while a medical student soon to graduate used her Latin as she studied the muscular and nervous systems of cadavers.

I reject the philosophy that we should educate our students only in relation to what their present social and economic status seems to indicate to us finite-minded, oft-misjudging human beings they may become. I have heard the differentiation of the "ditch-digging class" and the "dry martini class"; I deplore both the philosophy and the terminology in a richly blessed, democratic America.

A sophomore of fourteen, the son of an Italian-born coal miner, painted Medea in oils for me; later he was illustrator for his college paper, map artist in the Signal Corps, a fellow at a great museum of art, twice an art student in Italy, and is now a worker and writer in the field of art history and criticism.

The son of General Pershing's staff interpreter was known in his university, and is now known in the service, as "the boy that took Latin." I think of this lad as "the boy that Latin took," because it has meant so much to him; now *you* would understand that appellation, but I fear that some other people would misinterpret it and ask mournfully, "Didn't I tell you so? Was it sudden?"

I deem it wise that a teacher tell his beginning students what he hopes they will accomplish, and later ask them to evaluate their course.

Will your objectives in the Latin class be attained? Besides the ability to read and understand Latin, what will be the rewards for the students? Enriched English, more effective communication, improved mental traits? And later, will the students become well-adjusted adult citizens,

wisely and usefully contributing to a democratic society?

Perhaps the consensus of your students will resemble that of mine as exemplified by this hard-working junior's attestation: "I know that I have gained much more from Latin than it has cost me in time and work."

Who would expect to find so much offered on the bargain counter of two years of Latin? Yet there it is!



CONTEST CLOSING

Readers are reminded that this year's Verse Writing Contest will close on February 1. Entries should be sent to Prof. Lillian B. Lawler, Hunter College, 695 Park Avenue, New York 21, N. Y. The rules of the contest may be found in our November issue, page 15.



TENTH LATIN INSTITUTE

By PAUL R. MURPHY
Ohio University, Athens, Ohio

ANY OF us who have attended the Latin Institute of the American Classical League on the campus of Miami University at Oxford, Ohio, are looking forward to returning there on June 20-22, 1957, for the Tenth Annual Latin Institute. We remember Oxford as a charming village and Miami as the most gracious of hosts. We can be sure that the program will offer knowledge, inspiration, and humor, and that the company will be of the best. Old friends will be there, and we are looking forward to making new friends from all over the country. The Service Bureau of the League will offer much that is helpful in teaching. Won't you plan to join us in an enjoyable and constructive week-end?

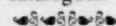
The Program Committee for the Tenth Latin Institute includes the following persons: Mabel B. Arbuthnot, of the Texas State College for Women; John F. Charles, of Wabash College; Robert G. Hoerber, of Westminster College, Fulton, Mo.; Van L. Johnson, of Tufts University, *ex officio*; Lillian B. Lawler, of Hunter College, *ex officio*; Henry C. Montgomery, of Miami University, *ex officio*; Ethel J. Moore, of the State College at Moorhead, Minn.; Paul Rausch, of the Monticello (N.Y.) High School; J. D. Sadler, of Furman University; Isabelle R. Schwerdtmann, of the Nipher Junior High School, Kirkwood, Mo.; Arthur L. Spencer, of the Reading (Mass.) High School; Arthur F. Stocker, of the University of Virginia; Alvin Wakeland, of the Kennett Square (Pa.) High School; W. H. Wente, of Concordia Senior

College, Fort Wayne, Ind.; Beryl B. Wilbur, of the National Cathedral School, Washington, D. C.; Cedric A. Yeo, of the State College at Memphis, Tenn.; and Paul R. Murphy, of Ohio University, *Chairman*.



SUMMER COURSES

For several years the May issue of THE CLASSICAL OUTLOOK has contained lists of summer courses in Latin, Greek, ancient history and civilization, ancient art, archaeology, classical literature in translation, linguistics, general language, and the teaching of high-school Latin, which were being planned by various colleges and universities throughout the country. Copy for the May, 1957, issue must be in by March 1. Members of college faculties who can supply lists of projected summer courses by that date are earnestly requested to send them to the Editor, Lillian B. Lawler, Hunter College, 695 Park Avenue, New York 21, N. Y. Please do not send catalogues.



SUMMER SCHOLARSHIPS FOR TEACHERS

Scholarships for summer study in Italy and Greece, for teachers of the classics, are available in greater abundance this year than ever before. Among them are the following:

Scholarships of the American Classical League.—Three scholarships of \$500 each, plus coach fare up to \$75 to port of embarkation, are offered for the summer of 1957, to teachers of Latin in secondary schools. Winners may attend the summer session of the American Academy in Rome or that of the American School of Classical Studies in Athens. They may accept other scholarship aid, also. Applications, including transcripts of undergraduate and graduate study, are due by January 15. Further information may be obtained from Dr. W. M. Seaman, Department of Foreign Languages, Michigan State University, East Lansing, Mich.

Scholarships of the American School of Classical Studies at Athens.—One or more scholarships, with a stipend of \$500, will be available for the summer session of 1957 at the School. Undergraduate and graduate students and teachers of the classics may apply. Applications must be received before February 1, 1957. Full information may be obtained from Professor Gertrude Smith, University of Chicago, 1050 East 59th St., Chicago 37, Ill.

In addition, the American School

grants a stipend of \$250 to any winner of a regional scholarship who enters its summer school.

Scholarship of the Classical Association of the Atlantic States.—A grant of \$200 is available for a secondary-school teacher who is a member of the Association, and who most nearly fulfills the qualifications laid down by the Association, for summer study at the American Academy in Rome. Applications must be in by February 1. Inquiries should be addressed to the President of the Association, Professor John F. Latimer, George Washington University, Washington, D. C.

Scholarship of the Classical Association of the Middle West and South.—The Semple Scholarship of \$250 is available to a teacher of Latin or Greek in a secondary school within the territory of the Association, for summer study in 1957 at the American Academy in Rome. Applications must be in by January 31. Information may be secured from Professor Grace L. Beede, University of South Dakota, Vermillion, S. D.

Scholarship of the Classical Association of New England.—An award of \$200 is available to a secondary-school teacher of Latin or Greek, who is a member of the Association, for summer study at the American Academy in Rome. Applications must be in by February 1. Information may be obtained from Professor F. Warren Wright, Smith College, Northampton, Mass.

Scholarship of the New Jersey Classical Association.—A grant of \$200 for study at the summer session of the American Academy in Rome is available to a member of the Association. Information may be obtained from Dr. Edna White, 127 Summit Ave., Jersey City, N. J.

Scholarship of the New York Classical Club.—A grant of \$200 will be available for summer study at the American Academy in Rome or the American School of Classical Studies at Athens. Any member of the Club in good standing for at least two years may apply, but preference will be given to applicants who are now actively engaged in teaching Latin or Greek, or to applicants who are now graduate or undergraduate students in Latin or Greek, and who have every intention of devoting their future teaching primarily to courses in Latin or Greek. Applications should be sent by January 10, 1957, to Professor Gilbert Highet, Philosophy Hall, Columbia University, New York 27, N. Y.

Scholarships of the Ohio Classical Conference.—A scholarship of \$350 for summer study at the American

Academy in Rome or the American School of Classical Studies at Athens is open to teachers of Latin in the high schools of Ohio. Applications must be submitted before February 1, to Professor Richard J. Spath, John Carroll University, Cleveland 18, Ohio. The Conference also awards two scholarships worth \$60 each for study at any summer Latin Institute of the recipient's choice.

Scholarship of the Pennsylvania State Association of Classical Teachers.—The Edith M. Jackson Rome Scholarship carries a stipend of \$200 for summer study at the American Academy in Rome. It is awarded to the Pennsylvania teacher of secondary-school Latin who most closely qualifies according to rules laid down by the Association. Applications must be submitted by January 15, to Miss Della G. Vance, 99 Ridgewood Ave., Pittsburgh 29, Pa.

Scholarships of the University of Pittsburgh.—The Marshall Memorial Scholarships for study abroad grant annually one or two awards of \$500 each for summer study in Athens or Rome. Preference is given to persons having some affiliation with the University of Pittsburgh. Further information may be obtained from Professor Arthur M. Young, 3328 Cathedral of Learning, Pittsburgh 13, Pa.

Scholarship of Eta Sigma Phi, Honorary Classical Fraternity.—A grant of \$250 is available for the summer of 1957, for study at the American School of Classical Studies at Athens, to a person who has been a regular undergraduate member of Eta Sigma Phi, who has received the bachelor's degree between 1950 and 1957, and who has not yet received a Ph. D. degree. Quality of undergraduate work in Greek and Latin, and intention to teach the classics, will be considered in the awarding of the scholarship. Applications are to go to Professor Graydon W. Regenos, Tulane University, New Orleans 18, La.

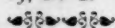
Scholarship of the Vergilian Society of America.—One scholarship, and possibly two, will be available for two weeks of summer study at the Villa Vergiliana, in the Naples-Cumae area, for the summer of 1957. Each scholarship will grant \$300 in cash and remission of tuition. Applicants must be members of the Vergilian Society, and must apply before March 1, 1957. Further information may be obtained from Professor Charles T. Murphy, Oberlin College, Oberlin, Ohio.

Scholarship of Victoria College, Toronto, Canada.—Victoria College

of the University of Toronto offers a summer traveling scholarship in classical studies of the value of \$1000, to be used in the summer of 1957 at the American Academy in Rome or (with special permission) at the American School of Classical Studies at Athens. The scholarship is open only to graduates of Victoria College, and is awarded biennially. Further information may be obtained from Professor H. G. Robertson, Victoria College, Toronto 5, Canada.

In the case of winners of regional scholarships, the American Academy in Rome remits its tuition charge of \$100.

Fulbright Grants.—Twenty grants are made to American teachers of the classics and ancient history for the summer session of the American Academy in Rome and that of the Vergilian Society at Cumae. Applications for the summer of 1957 closed in October. Information on future grants may be obtained from the Department of Health, Education, and Welfare, Office of Education, Division of International Education, Washington 25, D. C.



UNDERGRADUATE AND GRADUATE SCHOLARSHIPS

Among the many undergraduate and graduate scholarships and fellowships available to students of the classics in this country, the following have been reported to us:

Amherst College has the Harry de Forest Smith Scholarship in Greek, open to students who will enter Amherst in the fall, and covering full tuition. A competitive examination for boys in their senior year in secondary school, who have had two or more years of Greek, will be held in March. Further information may be obtained from Professor John A. Moore, Amherst College, Amherst, Mass.

Indiana University has scholarships on the David and Jennie Foster Curry Fund, from which at least six grants, normally of \$100 each, are made every year, for study in the classics; also, the Lillian Gay Berry Scholarship, which goes each year to an outstanding junior or senior student who intends to become a teacher of Latin. In addition, yearly awards are made to deserving students for the purchase of books in the field of the classics.

The University of Pittsburgh has several undergraduate and graduate scholarships available in the field of the classics, on the Robert S. Marshall Memorial Fund. Full information may

be obtained from Professor Arthur M. Young, 3328 Cathedral of Learning, Pittsburgh 13, Pa.

The University of Missouri has announced the Walter Miller Fellowship for graduate study in the classics, which pays a stipend of \$700 for the year. Full information may be obtained from the Department of Classical Languages and Archaeology, 211 Jesse Hall, University of Missouri, Columbia, Mo.

The University of North Carolina has available a teaching fellowship paying \$1500-\$1800 for the year, for a student majoring in Latin toward an advanced degree; also, several part-time instructorships in classics, at stipends of \$1000 each; and two assistantships at stipends of \$750 each. Students interested in the classics may also apply for the special scholarships for first-year graduate students in the fields of the arts and sciences, which carry stipends of \$1000 plus tuition. Further information may be obtained from Professor B. L. Ullman, University of North Carolina, Chapel Hill, N. C.

The University of Texas has announced the William James Battle Fellowship in Greek Studies, which is open to candidates for the Ph.D. degree with a major in Greek. It carries a stipend of \$1500. Further information may be obtained from Professor H. J. Leon, University of Texas, Austin 12, Texas.

BOOK NOTES

Review Latin Grammar. By John K. Colby. Privately published, 1956. Pp. v plus 53. \$1.25 postpaid from the author at Phillips Academy, Andover, Massachusetts.

This paper-bound, offset processed booklet is a revised and slightly enlarged edition of a 1955 printing of 1000 copies, which sold out in six months. It is designed for use at the beginning of the second year as a means of reviewing first-year syntax.

The review material is broken down into twenty lessons, each consisting of a page of rules with examples in English and/or in Latin. Following each page of rules comes a page of isolated English sentences to be translated into Latin. The rules total 75, and the English-to-Latin sentences total 673. Following the lessons there are fifteen paragraphs of "connected prose." The final ten pages are given over to what appears to be an adequate English-Latin vocabulary.

—W.L.C.

Cassell's Latin Dictionary, Latin-English and English-Latin. Revised by J. R. V. Marchant and Joseph F. Charles. New York: Funk & Wagnalls Company, 1955. Pp. xiv plus 927. \$5.00 plain; \$5.75 with thumb index.

This revision of an older dictionary, printed from new magnesium plates, is a compact volume that will be welcomed by many teachers. The presence in one book of both a Latin-English and an English-Latin section increases its usefulness. The "Table of the Roman Calendar" is helpful, as is the list of "Latin Abbreviations" and the "Geographical Glossary of the English Names of Important Places, with Classical or Later Latin Equivalents." The "Glossary of a Few Common English Names, with Classical or Later Latin Equivalents," however, is too sketchy to be of much use; and the predominance in it of such Germanic names as Albertus, Aluredus, Bernardus, Edmundus, Fredericus, Richardus, etc., and of such Greek names as Cyrillus, Gregorius, Philippus, Stephanus, etc., renders it of questionable value.

There are more than 28,000 Latin entries, and more than 17,000 English entries in the book. It was the intent of the revisers to confine the entries largely to words of importance in classical Latin; and a quick survey of the Latin-English section would indicate that here they have been reasonably successful. In the English-Latin section, however, one wonders about the usefulness to the average student of classical Latin of such entries as *brewer*, *canoe*, *darning-needle*, *dismast*, *dollar*, *embalm*, *falcon*, *ghoul*, *horn-pipe*, *lye*, *midwife*, *muslin*, *orthoepy*, *ostrich*, *ottoman*, *pleonasm*, *pyx*, *sponge-cake*, *tonsils*, and scores of others—unless, perhaps, he is going in for modern Latin conversation.

The type is clear, and, though small, comfortably legible. The paper is not too thin; and the thumb index is useful. —L.B.L.

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Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5c for the bank service charge. If you must defer payment, please pay within 30 days.

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The address of the Service Bureau is Miami University, Oxford, Ohio.

W. L. Carr, Director

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Valentine Cards

- VC. A small picture of a Pompeian wall painting depicting Cupids grinding grain. Inside, a Valentine sentiment in Latin. Printed in red. Envelopes to match. 5¢ each.
- VM. A picture of a Roman mosaic showing a Cupid driving a dolphin. Inside, a Valentine sentiment adapted from an epigram of Martial. Colors, purple and gold. Envelopes to match. 9¢ each; 12 for \$1.00.

THE IDES OF MARCH

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- 231. Exitium Caesaris. A Latin play. 25¢
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- 408. Comprehension in the translation of Caesar. 5¢
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- 467. A completion test on the content of class reading of Caesar, Book I. 5¢
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- XXVI. *Fortuna belli*. A Latin play for high-school students of Caesar. 30¢

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A Friend of Caesar. By W. S. Davis. A novel dealing with the events of the *Gallie War*. \$3.75.

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Articles in The Classical Outlook

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- "Caesar Is Literature." March, 1949.
"To the Teacher of Caesar." March, 1950.
"A Latin Teacher Visits Caesar's Gaul Today." March, 1951.
"With Caesar in Spain." March, 1952.
"The Much Abused Imperfect Indicative in Latin." December, 1952.
"Ecce Caesar Nunc Triumphat!" March, 1953.
"Bimillennium of Pharsalus. 48 B.C.—1953 A.D." November, 1953.
"Cicero, Pompey, Caesar." March, 1956.

The Service Bureau has for sale the following previously announced material:

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A Latin version of *Pinocchio*. An American edition with notes and vocabulary. \$2.10.

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A hard-cover book of 280 pages prepared by a group of Ohio teachers and published by the Ohio Classical Conference in 1938. \$1.00.

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The seventh edition of Bulletin XII (*The Latin Club*) by Lillian B. Lawler. 75¢

THE GAME OF "L-A-T-I-N"

"L-A-T-I-N" is a new game devised by Georgia Haley for group drill on a basic Latin vocabulary of 120 words. Can be played by any number from 2 to 50. Complete set with players' cards, call cards, discs, and directions for playing. \$1.50.

A GUIDANCE PAMPHLET

"What about Latin?" is the title of an attractive twelve-page pamphlet prepared by a special committee of the American Philological Association. It should be placed in the hands of every advisor of students in our secondary schools. A copy will be sent free to any school counselor on receipt of a stamped and addressed 4 1/8" by 9 1/2" envelope. Additional copies may be obtained postpaid at 10¢ each or at 5¢ each in quantities of 10 or more.

BIBLIOGRAPHY OF GREEK MYTH

Professor Helen H. Law's popular *Bibliography of Greek Myth in English Poetry* is now available in a thoroughly revised edition. It is a "must" for teachers of Classical Mythology, Comparative Literature, and English Literature as well as for teachers of Latin and Greek. Order as Bulletin XXVII. \$1.00.

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This catalogue, prepared by William M. Seaman, is an up-to-date revision of the *Catalogue of Visual Aids* compiled by Dorothy Burr Thompson in 1949 for the Archaeological Institute of America and distributed by the American Classical League. The new edition has been restricted mainly to classical studies. The following general headings show the scope of the items included: Films, Filmstrips, Slides, Stereo Slides, Other Visual Materials, Pictures, Maps and Charts, Models, Objects, Coins, Audio Materials. Included is a Directory of Producers and Distributors and a Bibliography. 50¢

LATIN WORD LIST

A booklet containing all the Latin words prescribed by the College Entrance Examination Board for the first, second, and third years, with English meanings. Prepared by John K. Colby. 50¢ each, in any quantity.

A ROMAN CALENDAR

A beautifully illustrated 16"x25" wall calendar employing the Roman method of indicating the days of each month of the year 1955. Directions for adapting this calendar to the year 1957. \$1.00.

OUR LATIN VERB TOWN

Includes directions for use and a 3-page set of attractively printed colored charts: Chart A for the present indicative system of the regular verbs; Chart B for the perfect indicative and subjunctive systems; Chart C for the present subjunctive system. May be used as a game or for class drill on verb endings. Order as Mimeograph 607. 15¢. Extra printed charts are available at 5¢ a set.

SMALLER CLASSICAL DICTIONARY

Everyman's edition prepared by William Smith and revised by E. H. Blakeney and J. Warrington. A new and comprehensive reference book on persons, places, dates, myths, and legends in classical literature. \$4.00.

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Classified price lists will be sent free, on request, for teaching material under any of the following topics: Caesar, Cicero, First Year Latin, For the Inexperienced Teacher, Gifts and Awards, Latin Clubs, Latin Games, Miscellaneous, Pictures (Rome and the Romans; Classical Mythology), Plays in English, Plays in Latin, Projects, Radio and Other Programs, Rome and the Romans, Special Days, Supplementary Reading in Latin and in English, Teaching Methods and Techniques, Value of the Classics, Vergil, Word Study.

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